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ABSTRACT

Recognizing that the first step in compliance with the 1964 Civil Rights Act requires the identification of racial attitudes, the Extension 4-H and Youth program utilized the Situational Attitude Scale (SAS) to assess the attitudes of its white professional staff toward blacks. This concern is based in part on the Extension's commitment to a "balanced programming" where services are delivered independent of income, race, creed, sex, or location of residence. Subjects were 351 professional and volunteer leaders attending 4-H workshops. Approximately 40 percent of the subjects were male and 60 percent female, with a majority of subjects in the 30-50 age group. Subjects were administered either Form A or Form B of Sedlacek and Brooks' SAS which presents 10 personal and social situations in which race might be a variable in a reaction to a situation. Form A and B differed only in the insertion of the word "black" in Form B situations. Results indicate that the insertion of "black" significantly influenced negative responses in situations requiring close social contact. Positive responses occurred in situations where blacks performed in a service role. Instructions and situations from the SAS and principal components factor loadings of both forms of the SAS are included. (BJG)

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THE SITUATIONAL ATTITUDE SCALE (SAS) AS AN ATTITUDE MEASUREMENT TOOL FOR ADULTS INVOLVED IN EXTENSION 4-H · YOUTH PROGRAMS

A 4-H INTERN REPORT

By

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INTRODUCTION

"As the decade of the 1970s unfolds, racially related feelings, attitudes, and behaviours have become of paramount importance to all Americans."[1] Campbell stated,

> The racial situation in the United States defies understanding. The complexity and variety of the relationships between members of the two major races is so great that both white people and black tend to rely on simple generalities which reduce the problem to manageable terms. [2]

According to Harrington,[3] the ultimate racial barrier is discrimination by color.

Meil felt that social isolation from blacks in part accounts for white American's unawareness of the pervasiveness of racism in the fabric of our society.[4] The United States National Advisory Commission on Civil Disorders wrote:

> The nation has not reversed the movement apart. Blacks and whites remain deeply divided in their perceptions and experiences of American society. The deepening of concern about conditions in the slums and ghettos on the part of some white persons and institutions has been counterbalanced--perhaps overbalanced--by a deepening of aversion and resistance on the part of others. [5]

Harrington indicated that "to be equal, the Negro requires something much more profound than a way 'into' the society. He needs a transformation of some of the basic institutions of the society."[6] White America "is convinced by more than a majority that the major institutions in the country (with the exception of real estate companies) are helping rather than retarding Negroes."[7]

Helen Ball indicated her feelings toward the job ahead by writing:

> It seems the time has come for the main thrust of white energies to be directed toward elimination of those barriers--attitudinal, behavioral, and institutional--which mock the American ideas of equal opportunity and freedom of choice, while, at the same time, Negroes devote their efforts to increasing their capabilities and power. [8]

This concern was supported by the United States Commission on Civil Rights. They indicated that a primary task of the white community in the United States is to help provide attitudes and actions concerning racism.[9] In 1969 Schwebel suggested that many elements of the social fabric of our nation must be changed and that "in the process of modifying the system, the adults--parents and teachers among them--change their own thinking and their own behavior."[10]

This concern received earlier support through the Civil Rights Act of 1964, which has been interpreted as follows: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."[11] For some state Cooperative Extension Services the challenge was the merger of separate black and white systems.[12]

In discussing discrimination practices that are prohibited, the rules and regulations supplied by the office of the Secretary of Agriculture stated that the Cooperative Agricultural Extension program shall not show "discrimination in making available or in the manner of making available instruction, demonstrations, infor-

mation, and publications offered by or through the Cooperative Extension Service."[13]

A July 1964 notification to state Extension Services re-emphasized the concern for balanced programming:

> This notification should make it clear that the Cooperative Extension Service cannot provide assistance to any organization that excludes any person from membership or participation in any activities of the organization, or subjects any person to discrimination because of race, color, or national origin. [14]

The 1967 National Policy Statement on Staff Training and Development for Extension stated:

> The effectiveness of educational programs of Extension will depend on the abilities and skills of its professional staff. Well qualified personnel with the capacity to grow and mature on the job and with the ability to adjust to changing demands are imperative if Extension is to continue to be a vital force in meeting the needs of the people. [15]

A study committee on Cooperative Extension reported in A People and A Spirit, as they looked toward the challenges of the Seventies,

> One of the bitter realities of the American society is the alienation of large numbers of people because of their ethnic origin. Many of these, such as Indians, Negroes, Mexican-American, Puerto Ricans, have never been in the mainstream of our national life....Segregated socially, psychologically, and physically, people in these groups may suffer damage which helps solidify their subordinate status....Helping them is a long, hard educational process that will take much understanding and a great deal of persistent individual effort. [15]

In presenting its recommendation, the committee called upon Extension to adapt its staff and programs to serve the pressing social and behavioral sciences in staffing and the need to "upgrade professional competency of personnel by increasing both formal and informal staff training and development."[17]

A major challenge facing Extension 4-H Youth Programs today is balanced programming, or providing Extension's services equally to the citizens with the delivery of the services not based on income, race, creed, sex, or location of residence. It is felt that for Extension to accomplish this task will require a change in the behavior and attitudes toward the black minority of many of those employed by Extension as well as many of those served by Extension. Shaw and Wright stated that "the assessment of attitudes of one race toward another appears crucial in a better understanding of race relations."[18]

Hilgard and Bower quoted Thorndike as saying, "The attitude or set determines not only what a person will do but will satisfy or annoy him."[19] Kiesler, Collins and Miller stated, "That attitudes are forged out of previous experience is perhaps the least controversial issue in America...."[20] Kingsley underlined the importance of attitude development when he wrote: "Among the various tendancies and predispositions which are acquired and modified by learning, none is more important to individual and social welfare than attitude and ideals."[21]

I. SIGNIFICANCE OF THE PROBLEM

For the Extension 4-H and Youth program to meet the requirements of the 1964 Civil Rights Act there must first be developed a "bench-mark" to determine what the attitudes of its predominantly white professional staff are toward the black minority. This information will be useful in determining future program direction, training requirements and staffing needs.

Dr. Roy D. Cassell supported the need for attitudinal research when he stated:

> Each state is supposed to conduct a continuing training program in civil rights. Attitudinal research could help to identify some very specific training needs. A state could design a type of training program for its current staff based upon the results of this study as well as an orientation program for new staff members. One of the concerns that we have here is the apparent lack of orientation of state specialists to their responsibilities in civil rights. This may not deal with that specifically but it would tie in to a greater portion to the staff located in the field. [22]

Documentation has been presented which outlines the racial challenges facing the United States and the Cooperative Extension Service. Their concern for balanced programming has been outlined and emphasized. However, in the ten years since the Civil Rights Act no research has been carried out that deals with racial attitudes of Cooperative Extension Service personnel. The Situational Attitude Scale, developed by Sedlacek and Brooks,[23] shows promise for research in the racial attitude area.

II. OBJECTIVES

The purpose of this study was to determine if the attitudes of white adults attending training at the National 4-H Foundation were more negative toward blacks than they were toward whites and to determine if the Situational Attitude Scale (SAS) was a valid and reliable tool for measuring the attitudes of white adults toward blacks.

III. HYPOTHESES

The null hypotheses tested was: there is no difference in racial attitudes of white adults attending workshops at the National 4-H Foundation.

IV. DEFINITIONS

Balanced Programming. Providing Extension's services equally to the citizens with the delivery of the services not based on income, race, creed, sex or location of residence.

Attitude. "A relatively eduring system of evaluation, affective reaction based upon and reflecting the evaluative concepts of beliefs which have been learned about the characteristics of a social object or class of social objects." [24]

SAS. Situational Attitude Scale.

Eastern Region. Connecticut, Delaware, Maine, Maryland Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, West Virginia, District of Columbia.

Central Region. Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin.

Southern Region. Alabama, Arkansas, Florida, Georgia, Kentucky Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, Puerto Rico, Virgin Islands.

Western Region. Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon Utah, Washington, Wyoming, Guam.

Cooperative Extension Service, also Extension. An organization created by the passage of the 1914 Smith-Lever Act to"...take practical information from the land-grant colleges and the Department of Agriculture to 'the people of the United States' in their local environment."[25]

V. SITUATIONAL ATTITUDE SCALE (SAS)

According to Oppenheim, attitude scales are the more sophisticated of the many ways of assessing people's attitudes. He felt, however, that 'attitude scales are relatively crude measuring instruments....Their chief function is to divide people roughly into ...groups."[26]

However, Osgood et al. stated:

> One of the most common criticisms of attitude scales of all types is that they do not allow us to predict actual behavior in real-life situations. Like most such arguments, this one is overdrawn. Most proponents of attitude measurements have agreed that attitude scores indicate only a disposition toward certain classes of behavior, broadly defined, and that what overt response actually occurs in a real-life situation depends also upon the context provided by the situation. [27]

Semantic differential scaling techniques were first developed by Osgood. He described it as a "combination of associational and scaling procedures."[28] The semantic differential attitude scale uses a continuum of five or seven steps with definable polar terms at either end.

The SAS, as developed by Sedlacek and Brooks,[29] is a unique combination of situations with racial overtones and semantic differential scales. The scale presents ten personal and social situations in which race might be a variable in reaction to the situation. For each situation ten bipolar semantic differential scales were written. Two forms of the SAS were developed. The forms were identical except for the insertion of the word "black" in each

situation in form B. When used on four hundred and five white graduate students at the University of Maryland, the reliability of the SAS was estimated by the computation of communalities in principle components factor analysis. The median communality for for A and B was .64 and .65. Fifty-five of the hundred items showed significant difference between forms A and B when the t test was administered, indicating that the insertion of the word "black" lead subjects to respond differently and provided evidence that there is validity of fifty-five items.

Charles Eberly[30] attempted to validate and determine the reliability of the Sedlacek and Brooks studies using the SAS. In 1970 he administered the questionnaire to a random sample of 1,643 freshman and transfer students at Michigan State University. The results were consistent with those found by Sedlacek and Brooks. There was slight difference in the reported median communalities, with Eberly reporting a .55 for form A and .68 for form B. A multiple t test at the .05 level of significance showed that fifty-eight of the one hundred items were significantly different. The study in general reflected that college students have a significantly more negative attitude toward blacks than toward whites.

The SAS has also been administered to adults. In 1970 Ball[31] tested 103 white educators in College of Education courses at the University of Maryland. A two tailed t test of mean response differences between forms A and B revealed that thirty-three of the one hundred items were significantly different at the .05 level.

This study indicated that the social response of white educators tends to be more negative than those of white college students but showed fewer differences in reaction when race was mentioned and indicated a positive reaction toward blacks in more situations.

Further application of the SAS to adults was accomplished by Sedlacek et al. and reported in 1973.[32] This study involved 229 white college freshmen and sixty-eight of their parents. The results indicated that both parents and students had generally negative attitudes toward blacks. Parents reacted more negatively in four of the situations (rape, magazine salesman, policeman and standing on a bus) than did their children, while the students reacted more negatively to the situation involving youth stealing. Fifty-nine of the one hundred items were significant on group. Ten items were significant on the interaction of form and group. However, this comparison could have been due to chance at the .05 level.

VI. POPULATION

The study was conducted at the National 4-H Center, a facility operated by The National 4-H Club Foundation of America, a private non-profit educational institution. The primary function of the Foundation is "to augment the youth work of Extension through training, research, and development programs funded primarily from private sources."[33] One of the key objectives of the Foundation is to "strengthen and expand practical training for professionals, paraprofessionals, adult volunteer and teen leaders at international, national, regional and local levels in accordance with Cooperative Extension Service policy."[34]

The population for this study consisted of Extension professionals and volunteer leaders attending workshops conducted by the Education division of the National 4-H Foundation during September, October, and November of 1973. Members of the Foundation staff were also included in the study.

Of the total number (N=395) of subjects, six were black. Their response sheets were removed. An additional thirty-eight were excluded from analysis due to incomplete data. The final N was 351. Demographic information was obtained on the dimensions of sex, age, region, area of residence, and position. A profile of the subjects can be found in Table 1.

The subjects were approximately forty percent male and sixty percent female. Their ages ranged from twenty to over sixty, with the majority falling into age group thirty to fifty. Over fifty percent of those completing the questionnaire were from the central region. Thirty percent from the east, with the remainder fairly evenly split between the south and west. The majority of the subjects were from the rural areas; however, more than thirty-eight percent represented more urban areas. Forty-eight percent were volunteer 4-H leaders, and twenty-seven percent were 4-H professionals. This group included forty-one State 4-H Leaders.

VII. ADMINISTRATION

The SAS booklets consisted of either Form A or B, a response sheet, and an information sheet used to collect demographic data. Material was stacked alternately and administered to both individuals and groups. After distribution of the questionnaires, response sheets, and pencil, subjects were instructed to respond to the word scales according to the printed instructions and to raise their hand if they had a question rather than to verbalize and distract others. Total administration time was fifteen to thirty minutes per individual or group. Subjects were not informed that there were two forms being used.

After the SAS materials were collected, the response sheets were prepared so that punched cards could be machine produced by the Digitek Optical Scanner. The preparation consisted of transferring data and checking for stray and/or light pencil marks, double entries,

TABLE I

PROFILE OF SUBJECTS IN PERCENT, SEX, AGE, REGION OF COUNTRY, AREA OF RESIDENCE, AND POSITION, BY FORM
(Total N=351, N for Form A=176, N for Form B=175)

Sex	Male	Female
Form A	38.6	61.4
Form B	40.6	59.4

Age	20-29	30-39	40-49	50-59	60+
Form A	18.8	21.0	26.7	22.7	10.8
Form B	15.4	22.9	34.3	17.7	9.7

Region of Country	East	Central	South	West
Form A	30.1	59.1	5.7	5.1
Form B	30.3	55.5	8.0	6.3

Area of Residence	Farm	Towns of 10,000 and Open Country	Towns and Cities 10,000 to 50,000	Suburbs of Cities of 50,000 and Central Cities
Form A	39.8	22.2	21.0	17.0
Form B	32.0	27.4	17.7	22.9

Position	4-H Professional	Other Extension Professional and National 4-H Foundation Staff	Volunteer 4-H Leader	Other
Form A	26.1	11.9	49.4	12.5
Form B	29.1	10.8	46.3	13.7

erased precoded form designation, assigning median value (i.e., 2, scale 0-4) where ten or fewer missing responses occurred, deleting response sheets where more than ten missing responses occurred, deleting patterned response sheets (the positive pole for each item was varied randomly from right to left to avoid response set), and transferring demographic information to response sheets. A printout of computer cards was checked for missing data, and cards were checked by a computer program to insure that each set was complete and in the correct order (each set or responses requires three punched cards).

VIII. ANALYSIS

Analysis was carried out in the same manner used in the original research.

Mean response differences between the one hundred items of forms A and B were determined using a two tailed t test at the .05 level of confidence.

Principal components factor analysis using squared multiple correlations as communality estimates were conducted. Factors were then rotated to a varimax solution. Separate factor analyses were done on Form A, Form B, and Forms A and B combined.

IX. RESULTS OF THE STUDY

A statistical analysis of the one hundred items on the SAS, using a two tailed t test at the .05 level of significance, showed that

forty three of the items were significant. These results can be found in Table 2.

According to Sakoda, Cohen & Beall,[35] one would expect only nine items to be significant at the .05 level due to chance out of one hundred. The original research with college students found fifty-five items significant.

The insertion of the word "black" in the situations (if goodness or badness is assigned to polls of the schematic scales based on general societal use) caused subjects to feel more negative in the following situations: I, V, VII, VIII, IX and X. In situations III and VI respondents were consistently more positive. Situations II and IV did not seem to create a reaction in either direction. In general it could be said that situations that require close social contact (new family next door, friend becomes engaged, person joins social group) were seen as most threatening, while those situations that placed blacks in a service role (man selling magazine and stopped by policeman) were interpreted as appropriate roles and placed in a positive position.

The factor analysis shown in Tables 3, 4 and 5 indicates that situations do load on particular factors and that subjects tended to respond to items in each situation as a unit.

The median communality, which Sedlacek and Brooks used as a conservative reliability estimate, was Form A .76, Form B .74.

These compare with .64 Form A, and .65 Form B for the original study and support the original findings that there appears to be an acceptable amount of reliability in each form.

X. CONCLUSIONS AND RECOMMENDATIONS

The SAS appears to have a high level of both reliability and validity as a measurement tool for the attitudes of white adults involved with Extension 4-H Youth programs.

Further research should be carried out using the SAS with Extension personnel both professionals and volunteers. Baseline attitudinal data should be developed. The SAS should be considered as a tool in developing training programs related to racial attitudes.

TABLE 2
TOTAL ADULTS

Means, Standard Deviations and t-tests for Forms A and B*

ITEM NO.	SITUATIONS** BIPOLAR ADJECTIVE DIMENSION	FORM A(N=176) MEAN	S.D.	FORM B(N=175) MEAN	S.D.	t***
	I. NEW FAMILY NEXT DOOR					
1	good-bad	.91	.87	1.61	1.05	6.81
2	safe-unsafe	.99	.88	1.30	1.02	2.96
3	angry-not angry	3.32	1.09	2.96	1.20	2.96
4	friendly-unfriendly	.64	.81	.97	.98	3.43
5	sympathetic-not sympathetic	1.28	1.05	1.39	1.21	.91
6	nervous-calm	2.80	1.33	2.53	1.24	1.92
7	happy-sad	1.11	.92	1.78	1.04	6.33
8	objectionable-acceptable	2.98	1.20	2.87	1.09	.84
9	desirable-undesirable	1.11	.96	1.80	1.20	5.96
10	suspicious-trusting	2.98	1.02	2.63	1.10	3.13
	II MAN RAPED WOMAN					
11	affection-disgust	3.53	.94	3.57	.75	.41
12	relish-repulsion	3.52	.81	3.54	.78	.17
13	happy-sad	3.74	.68	3.74	.60	.02
14	friendly-hostile	3.19	.95	3.21	.92	.18
15	uninvolved-involved	2.13	1.33	2.34	1.19	1.53
16	hope-hopelessness	2.12	1.20	2.22	1.17	.77
17	aloof-outraged	3.02	1.04	2.80	.88	2.17
18	injure-kill	1.65	1.00	1.58	.99	.71
19	safe-fearful	2.73	1.14	2.69	1.05	.31
20	empathetic-can't understand	2.65	1.31	2.80	1.14	1.16
	III. MAN SELLING MAGAZINES					
21	relaxed-startled	2.32	1.31	2.30	1.20	.16
22	receptive-cautions	3.11	1.15	2.75	1.13	2.91
23	excited-unexcited	2.96	1.20	2.41	1.08	4.57
24	glad-angered	2.64	.87	2.27	.72	4.38
25	pleased-annoyed	3.06	.92	2.66	.88	4.12
26	indifferent-suspicious	2.55	1.29	2.10	1.23	3.37
27	tolerable-intolerable	2.11	1.14	1.70	1.14	3.32
28	afraid-secure	2.26	1.23	2.10	1.16	1.24
29	friend-enemy	2.18	.90	1.80	.82	4.09
30	unprotected-protected	2.36	1.17	2.21	1.02	1.34
	IV. CORNER OF LOITERING MEN					
31	relaxed-tense	2.95	1.20	3.08	1.04	1.09
32	pleased-anger	2.39	.81	2.29	.74	1.28
33	superior-inferior	2.14	.91	2.13	.66	.19
34	smarter-dumber	1.88	.84	1.95	.58	1.02
35	whiter blacker	1.89	.80	1.47	.97	4.38
36	aggressive-passive	2.32	.93	2.26	.81	.72
37	safe-unsafe	2.56	1.21	2.66	1.07	.82
38	friendly-unfriendly	2.23	1.12	2.06	1.07	1.46
39	excited-unexcited	2.00	1.20	1.82	1.01	1.49
40	trivial-important	2.06	1.10	2.09	1.12	.29

*Scale A to E (Numerical equivalent, 0 to 4)

**Appendix A for complete situation.

***All t values larger than 1.97 are significant beyond .05 (2-tailed test).

TABLE 2
TOTAL ADULTS

Means, Standard Deviations and t-test for Forms A and B*
(Continued)

ITEM NO.	SITUATIONS** BIPOLAR ADJECTIVE D MENSION	FORM A(N=176) MEAN	S.D.	FORM B (N=175) MEAN	S.D.	t***
	V. FRIEND BECOMES ENGAGED					
41	agressive-passive	1.79	1.16	2.10	1.13	2.55
42	happy-sad	.34	.65	2.41	1.25	19.50
43	tolerable-intolerable	.85	.97	1.78	1.32	7.48
44	complimented-insulted	.82	.91	2.19	1.03	13.27
45	angered-overjoyed	3.16	.90	1.95	.97	12.12
46	secure-fearful	1.00	.99	2.04	1.11	9.21
47	hopeful-hopeless	.68	.85	1.74	1.22	9.43
48	excited-unexcited	.80	.92	1.95	1.16	10.30
49	right-wrong	.88	.95	2.38	1.21	12.99
50	disgusting-pleasing	3.41	.85	1.97	1.17	13.14
	VI. STOPPED BY POLICEMAN					
51	calm-nervous	2.87	1.35	2.03	1.52	5.50
52	trusting-suspicious	1.39	1.24	.98	1.01	3.38
53	afraid-safe	2.14	1.36	2.67	1.28	3.72
54	friendly-unfriendly	1.10	1.09	1.00	1.05	.89
55	tolerant-intolerant	1.01	1.04	.93	1.01	.68
56	bitter-pleasant	2.52	1.16	2.63	1.17	.94
57	cooperative-uncooperative	.47	.80	.52	.91	.53
58	acceptive-belligerent	.69	.91	.70	.92	.16
59	inferior-superior	1.78	.86	1.82	.68	.53
60	smarter-dumber	2.01	.87	2.01	.61	.07
	VII. PERSON JOINS SOCIAL GROUP					
61	warm-cold	.67	.86	.78	.90	1.20
62	sad-happy	3.25	.88	2.80	1.01	4.45
63	superior-inferior	1.81	.66	1.96	.54	2.29
64	threatened-neutral	3.10	1.02	3.10	1.06	.05
65	pleased-displeased	.71	.87	1.22	1.02	5.05
66	understanding-indifferent	.78	.89	.90	1.01	1.16
67	suspicious-trusting	3.09	.96	2.99	1.03	.91
68	disappointed-elated	2.80	.80	2.43	.92	3.97
69	favorable-unfavorable	.79	.88	1.15	1.09	3.45
70	uncomfortable-comfortable	3.00	.98	2.95	1.06	.42
	VIII. YOUNGSTER STEALS					
71	surprising-not surprising	1.88	1.42	1.99	1.10	.84
72	sad-happy	.45	.76	.54	.78	1.00
73	disinterested-interested	3.07	.98	3.02	.96	.44
74	close-distant	1.74	1.08	1.99	.97	2.21
75	understandable-baffling	1.99	1.29	1.98	1.10	.04
76	responsible-not responsible	1.64	1.24	1.85	1.14	1.64
77	concerned-unconcerned	.54	.78	.86	.98	3.34
78	symapthy-indifference	1.01	.98	1.31	1.10	2.72
79	expected-unexpected	2.30	1.12	2.31	1.02	.11
80	hopeful-hopeless	1.51	1.16	1.50	1.16	.02

*Scale A to E (Numerical equivalent, 0 to 4)
**Appendix A for complete situation
*** All t values larger than 1.97 are significant beyond .05 (2-tailed test).

TABLE 2
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(Continued)

ITEM NO.	SITUATIONS** BIPOLAR ADJECTIVE DIMENSION	FORM A (N=176) MEAN	S.D.	FORM B (N= 175) MEAN	S.D.	t***
	IX. CAMPUS DEMONSTRATION					
81	bad-good	1.37	1.18	1.13	1.07	1.97
82	understanding-indifferent	1.85	1.16	1.81	1.05	.35
83	suspicious-trusting	1.54	1.05	1.63	.95	.83
84	safe-unsafe	2.19	1.24	2.41	1.10	1.74
85	distrubed-undistrubed	1.35	1.20	1.11	1.09	1.94
86	justified-unjustified	2.15	1.04	2.25	.96	.91
87	tense-calm	1.59	1.19	1.43	1.15	1.25
88	hate-love	2.07	.84	1.99	.61	.94
89	wrong-right	1.64	1.01	1.49	1.00	1.40
90	humerous-serious	2.89	.99	3.04	.93	1.44
	X. ONLY PERSON STANDING					
91	fearful-secure	2.61	1.13	2.10	1.27	3.97
92	tolerable-intolerable	.99	1.04	1.22	1.11	1.98
93	hostile-indifferent	2.96	.98	2.66	.98	2.84
94	important-trivial	2.80	1.14	2.73	1.08	.63
95	conspicuous-inconspicuois	1.68	1.30	1.14	1.21	3.97
96	calm-anxious	1.27	1.20	1.97	1.30	5.22
97	indignant-understanding	3.07	1.10	2.90	.95	1.55
98	comfortable-uncomfortable	1.91	1.40	2.31	1.32	2.71
99	hate-love	2.37	.75	2.27	.66	1.31
100	not resentful-resentful	1.04	1.14	1.09	1.07	.44

*Scale A to E (Numerical equivalent, 0 to 4)
**Appendix A for complete situation
***All t values larger than 1.97 are significant beyond .05 (2-tailed test).

TABLE 3

PRINCIPAL COMPONENTS FACTOR LOADINGS OF SCS FORMS A AND B
ROTATED TO VARIMAX SOLUTION (N=351)*

ITEM NO.	FACTOR I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	h^2**
1	38	00	-12	-03	08	08	08	-08	72	03	01	01	-38	25	.68
2	18	-14	-15	-08	30	12	03	-25	50	21	-03	18	-39	46	.55
3	-17	-05	-01	09	-32	-02	16	-05	-22	00	04	08	17	-82	.39
4	23	-15	-22	-06	-04	00	01	-07	68	-02	-20	10	-49	21	.56
5	05	-18	-22	-13	25	06	-18	-44	43	-10	-18	-20	-50	28	.44
6	-12	10	-03	37	-08	-16	07	14	-03	-24	-07	-05	30	-78	.50
7	40	-06	-02	-02	04	10	06	-07	62	02	-04	05	-50	59	.70
8	-14	11	-06	10	-02	00	27	08	-19	-14	14	-10	39	-78	.57
9	42	-10	01	-10	07	04	03	-10	65	08	05	11	-37	22	.65
10	-23	03	10	15	00	-03	11	04	-27	-11	11	-14	41	-74	.55
11	00	-18	02	-07	18	95	07	00	14	04	04	-08	-04	-01	.65
12	04	-12	06	04	14	96	12	04	02	02	-01	-09	-06	-05	.69
13	-03	-16	11	06	-02	91	07	04	02	04	-16	-11	02	-16	.59
14	00	-26	-17	-04	23	89	06	-08	12	01	08	01	09	11	.94
15	15	14	-13	16	-08	51	-23	54	-05	11	39	25	14	06	.38
16	04	-13	-24	-26	14	63	-16	-54	18	01	06	21	-01	20	.53
17	-11	-13	00	10	08	91	-08	01	-18	03	00	23	-03	16	.55
18	08	-18	05	15	38	-04	-82	-12	-18	12	09	-14	00	12	.39
19	01	-36	-06	-13	31	59	-15	-16	-12	51	-09	-03	05	26	.59
20	09	-17	12	01	21	72	-34	-27	-05	21	-24	-26	02	09	.48
21	11	-81	-10	-22	02	18	02	00	06	32	05	-28	-06	20	.63
22	-01	-85	-12	-07	06	34	15	01	16	16	02	-22	-09	00	.61
23	-15	-04	00	52	-25	10	09	-26	-06	-54	-39	15	06	-07	.49
24	-08	-92	-10	-08	14	18	-10	-20	-08	-01	-07	09	-10	-01	.66
25	-07	-90	-06	01	10	25	-05	-05	14	00	-10	17	-14	-13	.62
26	02	-88	-13	-11	20	13	-17	11	-14	17	08	-13	-14	06	.58
27	07	-84	-35	-04	14	24	-17	-02	-10	15	--	03	-11	09	.56
28	-12	72	-06	25	-18	-02	-18	18	00	-33	-05	26	05	-10	.65
29	-03	-92	-19	-07	04	00	-03	-20	13	08	15	08	-02	-09	.60
30	00	87	07	27	-13	19	-38	23	-25	-20	-10	19	00	-34	.58
31	11	-39	10	-13	13	17	-04	-13	08	82	-12	03	-07	20	.72
32	05	-58	-02	-16	13	20	-34	-27	00	56	-01	21	-09	14	.58
33	-06	-06	-10	-16	-14	19	-72	-16	15	42	-25	-17	08	22	.55
34	03	07	06	-17	-34	02	-88	04	04	18	-18	02	-04	09	.55
35	-18	-14	03	-02	02	-19	-84	12	-02	-16	18	00	-23	14	.47
36	-06	19	33	10	-17	18	-42	-17	08	10	-57	31	16	-31	.34
37	08	-38	-01	-14	15	11	-03	-27	10	84	-04	02	03	06	.73
38	-01	-48	-20	-18	14	13	-10	-21	19	21	-05	--	-08	02	.64
39	-03	00	14	29	-01	-06	-36	-28	11	-29	-16	06	05	03	.40
40	01	-43	-01	01	17	-04	-33	-11	-16	86	08	-02	-24	08	.44
41	09	04	43	10	-26	-20	19	-16	-42	-37	-45	-12	15	-11	.34
42	85	06	06	-14	09	04	10	-09	17	09	01	01	-18	04	.86
43	69	-12	-04	-21	14	12	-17	-13	08	04	05	00	-27	09	.68
44	78	-06	-08	-22	06	03	04	-09	10	-02	-08	-04	-20	02	.76
45	-72	-09	-07	18	-06	02	-14	-04	-03	00	-22	-16	17	-15	.75
46	73	-12	-11	-12	09	-04	-05	-06	04	06	00	-04	-29	15	.73
47	25	-10	-15	-20	12	-04	-04	-15	07	02	00	05	-18	11	.75
48	82	14	04	-02	-13	-05	01	-28	-08	-15	03	08	-15	07	.62

*10 Largest loadings of each factor are underlined

**h^2-Communality

TABLE 3 (CONTINUED)

ITEM NO.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	h^{2**}
49	.82	-06	01	-18	08	-03	00	-09	13	18	-07	-05	-20	00	.82
50	.77	-08	-01	20	-18	02	-09	06	-04	-09	-09	-04	19	-12	.79
51	.30	-23	-58	-19	07	21	23	20	25	28	-27	-06	-06	-09	.54
52	-10	-13	-.92	-07	-08	05	13	-12	12	11	10	00	-18	08	.67
53	14	19	.83	20	07	04	-02	12	22	-17	20	03	15	-13	.55
54	03	-09	-.92	-13	-01	00	14	-12	13	-05	01	08	-25	02	.71
55	09	-08	.94	-14	01	-11	-08	-03	05	03	02	-01	-21	08	.65
56	01	13	.93	16	15	-06	-03	12	-13	-03	05	-14	-02	06	.53
57	14	-09	-.91	-11	10	-03	-12	00	-03	-15	11	-05	-19	-08	.65
58	13	-06	-.95	-09	02	-03	-01	-02	-01	-05	12	-05	-16	-07	.69
59	06	01	-13	14	-01	-08	08	-01	-02	-19	.94	-13	05	-01	.42
60	-05	04	-07	16	21	-04	04	19	-03	-10	-.92	00	06	17	.50
61	14	-15	-30	-06	-00	-01	-02	-05	29	03	-15	-05	-.86	-05	.61
62	-26	02	21	19	02	06	05	11	-12	-11	-09	04	.87	-05	.68
63	02	25	-10	-18	-09	04	-04	13	.30	-35	-.72	-14	-31	12	.46
64	-09	00	22	30	-17	06	28	09	.27	02	-10	-17	.74	-26	.49
65	32	-12	-12	-13	10	03	08	-10	22	09	-06	-05	-.84	05	.72
66	14	-11	-27	-12	-06	-05	-09	-09	15	02	-07	06	-.90	-03	.56
67	-08	05	22	-10	-01	-02	16	07	-03	-11	-04	.86	-31	.69
68	-37	01	05	06	-04	06	04	17	-11	-03	-03	-12	.82	-06	.64
69	28	-20	-07	-14	07	03	00	-06	12	03	10	04	-.86	14	.65
70	-11	07	06	26	-14	-06	-10	11	00	-08	06	-14	.83	-.32	.62
71	12	-07	02	-07	-01	-06	-07	-23	20	06	-03	.86	-31	-09	.88
72	07	06	-15	-24	-24	-.53	-02	-.47	-15	-.42	.09	.27	-25	02	.45
73	-07	02	06	02	10	.24	09	.29	28	-12	08	-17	32	-25	.48
74	19	-32	02	-11	21	-07	29	-.29	-02	14	07	-09	03	-08	.52
75	02	-17	-15	-22	28	14	-17	-12	00	06	11	-.86	-08	03	.47
76	04	01	-03	-09	12	28	03	-.88	15	20	18	-02	-17	-03	.50
77	19	-20	-06	-06	07	-06	-04	-.89	07	06	04	-09	-23	08	.57
78	17	-06	-14	10	18	-02	-13	-.91	03	-01	08	-06	-07	09	.55
79	-06	-11	21	12	-04	-01	-03	-05	02	-04	02	-.92	10	-25	.37
80	05	-15	-27	-15	16	24	-04	-83	19	01	00	.23	-10	-10	.60
81	-09	03	-01	-02	-.94	-12	07	10	13	01	19	.03	04	-07	.58
82	02	-15	01	-20	.77	14	-21	-38	21	19	14	-19	-06	-06	.54
83	-01	13	06	01	-.97	-01	-04	09	-07	-03	-11	-10	-05	-07	.70
84	12	-22	04	-11	.77	14	-13	-20	07	40	-10	-15	-20	08	.64
85	-01	-06	00	17	-.89	-10	-26	-04	-02	-20	13	12	03	-13	.56
86	08	-25	16	-11	.80	24	26	-17	18	07	00	-05	-14	-20	.52
87	-08	21	-04	15	-.80	-10	-23	-04	03	-32	14	06	13	-28	.63
88	-02	09	17	10	-.76	-07	04	18	-.43	18	-.34	-02	10	-14	.52
89	-09	13	-04	07	-.96	-15	-09	00	.08	02	-.04	-02	04	-02	.57
90	06	-08	11	-07	.62	.34	18	17	-19	08	-.51	22	20	-13	.46
91	-25	22	02	.83	-.20	-10	-18	07	-05	-16	07	-11	12	-04	.65
92	22	-19	-.43	-.70	14	02	-20	-17	-16	02	12	-06	-26	11	.64
93	-15	01	25	.89	-04	00	14	03	06	-16	10	-09	20	-01	.65
94	-08	-07	08	.82	-04	10	23	07	-05	-27	-.36	-10	12	-03	.52
95	-10	03	09	.70	-07	00	-.50	-05	-18	-18	35	12	04	-05	.52
96	28	-14	-09	-.84	-03	10	13	-02	07	24	-17	-09	-15	03	.70
97	-06	14	22	.88	-08	12	14	03	00	05	-02	-06	21	-23	.61
98	16	-28	-12	-.75	12	12	24	-08	22	18	-27	-18	-14	-01	.64
99	-09	26	13	.61	-13	04	-11	21	-.49	.34	-08	-18	20	-12	.55
100	10	-20	-21	-.83	15	-08	-11	-12	-04	-15	14	-10	-.24	20	.52

*10 Largest loadings of each factor are underlined

**h^2 =Communality

TABLE 4

PRINCIPAL COMPONENTS FACTOR LOADINGS OF SAS FORM A
ROTATED TO VARIMAX SOLUTION (N=156)*

ITEM NO.	FACTOR I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX	h^{2}**
1	33	08	-17	-15	05	-13	-17	10	04	-05	06	-14	02	-71	-33	09	-08	-19	-20	-06	.83
2	30	01	-14	-30	00	-31	00	23	01	-22	23	-02	04	-62	-14	-05	-02	-18	-22	06	.72
3	-09	-05	-07	-12	-08	38	-31	00	32	-11	-07	01	-17	67	16	05	-05	03	-27	00	.66
4	23	04	-14	-23	01	05	-02	-07	-19	-16	-02	-13	05	-69	-24	34	-10	04	-26	16	.74
5	16	01	-13	-43	14	-07	28	09	-38	-29	-10	-16	-23	-32	-13	-39	01	22	01	09	.68
6	-15	-12	-02	08	-15	-06	-01	-23	-04	-14	-03	12	-18	65	38	36	01	21	-16	-14	.67
7	46	06	-05	-11	07	-07	-09	06	13	-06	09	-05	06	-67	-39	14	-13	-02	-09	01	.87
8	-21	-09	-08	-02	04	-03	-14	04	10	15	-09	21	13	84	23	14	14	05	-03	00	.77
9	32	14	03	-13	02	01	-08	-02	06	-09	09	-10	12	-70	-51	10	04	01	-11	-02	.84
10	-25	-10	20	01	-09	14	-17	08	08	06	-05	11	-05	84	14	04	-13	-06	-13	00	.74
11	02	19	09	01	91	-15	-08	09	00	04	-07	-02	09	-16	-05	16	06	-14	07	-04	.84
12	07	20	02	03	94	-09	-03	04	-02	02	-02	00	-01	-03	-20	07	-05	02	01	01	.86
13	03	01	16	00	93	-06	-06	-06	02	07	16	-02	02	09	-02	11	09	01	03	20	.64
14	02	11	-06	-06	94	-23	04	08	-09	-01	07	-08	03	00	-04	-06	-01	-09	-04	-11	.76
15	-09	-10	07	09	39	08	71	12	19	-18	26	-18	-11	04	12	-12	-18	-02	-14	14	.66
16	16	15	-10	-55	38	03	-06	09	-31	-20	06	-04	18	-03	-15	-37	-19	-22	-20	-04	.78
17	06	03	-13	-06	76	-08	12	-10	-03	-17	12	-05	-03	-06	01	-52	-13	13	01	10	.71
18	02	04	02	-19	-02	-14	81	01	-23	25	19	07	-14	-13	-19	-14	10	-04	-17	00	.62
19	-01	33	-09	-16	62	-07	28	-02	02	-11	21	-14	-14	-09	-36	-29	09	20	-14	-06	.73
20	00	27	-23	-22	59	-06	25	-14	10	32	08	09	00	-28	-27	-27	19	03	09	03	.65
21	16	84	-08	-08	23	-07	-08	00	06	02	19	-28	-02	-12	-12	05	-16	-04	-04	-04	.87
22	07	79	-04	-11	39	-10	-09	-17	-06	03	22	-17	05	-17	-08	-06	-05	17	01	06	.74
23	-17	49	04	-20	-01	23	-12	-09	-09	-05	-02	14	-07	-01	-06	14	-18	-16	69	07	.77
24	-01	52	-23	-12	05	-07	09	01	-17	-04	05	-03	05	-09	-22	-03	10	-06	02	20	.76
25	05	55	-22	-04	19	-06	-13	-08	01	-11	11	-05	17	-04	-29	05	-06	-13	04	64	.70
26	06	82	-16	08	12	-13	07	16	-01	13	-04	-16	-14	02	-23	-09	17	-22	-14	10	.78
27	08	84	-23	-07	19	-17	22	10	01	-04	12	00	02	-03	-22	02	-14	-12	04	04	.74
28	-04	72	-01	16	-06	-01	12	-49	-22	-10	-07	15	-01	06	21	11	-05	10	00	-19	.85
29	08	67	-11	-27	-01	11	-14	19	04	-08	18	09	32	-07	-29	20	-16	19	-06	08	.79
30	-01	-04	02	10	-02	03	25	-69	-07	27	-06	13	-05	21	-10	-04	06	05	00	02	.82
31	11	32	04	-02	25	-20	-04	-17	14	-01	74	-18	-01	-26	-28	01	-05	-02	00	-05	.80
32	09	24	-09	-14	08	-06	12	01	-02	-06	59	-04	02	-19	-39	-03	-04	-41	-04	41	.77
33	00	12	-11	-04	11	05	04	01	-14	06	31	02	02	-09	05	-10	-05	-88	11	15	.74
34	04	04	01	13	-11	19	31	-35	-02	-19	-15	-05	-10	-09	-03	18	15	-85	-05	-12	.77
35	13	-05	02	04	-11	10	88	-07	-07	-15	-16	03	15	-12	01	16	-02	-20	12	-02	.72
36	-11	-17	21	06	03	03	-19	-84	03	-07	-10	00	03	05	01	-01	17	-26	18	07	.67
37	01	25	02	-26	13	-13	-09	04	11	04	85	-11	05	-12	-24	-10	06	00	-02	03	.78
38	18	47	-12	-31	02	-10	-06	-05	-01	-28	51	-25	27	-18	-19	-10	16	00	-17	06	.79
39	-01	-14	11	-41	02	17	33	-15	-06	02	-38	-02	-07	-11	17	24	-48	-31	11	24	.72
40	15	05	-06	01	11	01	23	29	06	-10	80	-23	-24	03	01	11	00	-16	08	03	.71
41	-12	05	12	-14	01	04	03	-37	03	19	06	09	-05	29	35	-17	02	02	70	07	.62
42	27	12	03	-09	15	-14	-01	01	10	-08	14	-17	00	-31	-82	02	02	07	-03	12	.91
43	30	21	-05	-14	17	-10	16	-04	01	-04	04	-17	-02	-16	-82	-04	-07	-03	-04	04	.86
44	22	23	-06	-09	12	-09	04	06	-03	-03	06	-34	13	-20	-76	08	-01	01	06	28	.84
45	-21	-11	-04	-11	-11	40	21	-13	-08	23	02	18	03	28	50	34	34	-15	-07	-03	.84
46	21	18	-13	-06	06	-16	17	06	07	06	03	-07	06	-18	-85	07	18	-08	-01	-04	.84
47	20	25	-18	-31	00	-19	01	00	-16	-14	16	-11	12	-10	-76	-14	-02	-03	-06	-03	.86
48	08	-11	-03	-39	07	03	-03	-01	14	-03	02	08	-30	-24	-55	-03	-04	-06	58	-02	.73
49	17	16	-10	-13	06	-26	-01	-06	05	09	28	-18	-03	-28	22	08	03	-05	03	04	.86
50	-25	-04	06	01	-02	35	19	-03	-08	14	02	09	-01	31	72	24	10	-18	00	05	.85

*10 Largest loadings of each factor are underlined.

**h^{2}-Communality

TABLE 4 (CONTINUED)

ITEM NO.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX	h^{2**}
51	09	-04	-51	09	14	01	-53	-06	-19	12	04	-34	-03	-13	-12	01	15	-04	-39	20	.73
52	21	12	-64	-13	06	00	-22	-04	-05	00	-01	-24	-14	-22	03	-07	-05	06	-04	07	.82
53	-16	-01	80	-05	-02	-09	-07	-18	-07	20	-10	14	04	04	03	02	-25	18	-20	02	.74
54	28	06	-85	-12	02	-04	-15	01	-11	-14	04	-05	02	-07	-01	08	-14	10	-07	11	.84
55	18	09	-90	-05	-17	-01	05	10	01	-08	12	-05	-02	-12	-19	06	-04	-02	00	-08	.81
56	07	01	91	06	-05	-12	-01	-04	09	04	-22	00	-22	-11	07	-05	-09	05	08	-03	.80
57	15	14	-91	-14	-01	-07	09	04	06	03	-15	-08	18	00	-04	-05	-03	-03	-03	06	.75
58	18	14	-88	-13	-06	-09	-01	-04	06	18	-16	-10	-10	02	-05	-06	-16	-04	-05	04	.80
59	-04	18	-83	14	-05	-12	00	16	37	03	-03	15	-02	-07	09	-08	-83	11	11	-07	.73
60	-12	-04	06	-05	01	-11	04	-06	-90	-05	-11	-03	-01	-08	08	-14	28	-07	05	08	.81
61	54	10	-25	-04	-05	-11	-07	-03	-36	-06	05	-26	-20	-29	-18	10	-10	-01	-17	12	.79
62	-75	-09	20	03	02	00	-07	-06	01	08	-13	15	-07	12	24	-09	00	02	-01	03	.83
63	09	-06	-09	12	02	04	03	02	-94	07	-08	13	-01	-07	10	13	-03	-06	-04	-03	.71
64	-55	-07	25	00	03	22	-15	07	-07	12	11	-02	06	-06	22	21	02	34	07	13	.74
65	77	10	-09	-05	11	-14	-07	12	-12	-02	10	-03	01	-22	-28	12	-11	01	02	03	.86
66	68	00	-32	-21	-06	09	08	00	-07	08	04	-09	04	-20	-11	02	14	-08	-05	01	.78
67	-70	-11	34	10	-07	10	-07	-01	-06	-06	01	02	-02	32	19	13	00	-09	03	00	.84
68	-61	-07	15	09	-03	-04	-11	03	-18	-04	-13	18	-14	21	42	-17	-08	-06	-04	-14	.85
69	-70	10	-10	-15	14	-04	04	01	12	-10	08	-13	12	-30	-20	-12	00	05	-04	-01	.84
70	-36	-27	15	-05	-17	14	23	-05	10	19	01	20	-10	36	26	24	02	-09	08	00	.80
71	15	-01	-13	-32	-10	-04	11	14	05	-77	-01	-13	10	-12	-30	-04	04	04	-10	24	.76
72	05	01	-10	-19	-58	21	34	28	-07	-17	-22	-05	13	00	-13	06	28	00	32	-14	.70
73	-17	-09	16	51	09	-16	11	-04	07	29	-11	-02	54	07	22	-10	05	-01	-31	18	.64
74	01	18	-12	-72	00	-16	-15	35	14	-01	20	-08	10	16	-35	-06	04	00	-03	19	.75
75	23	02	-16	-02	15	-10	30	21	-13	69	-05	-05	40	04	-15	-05	-05	13	-04	10	.71
76	14	07	-18	-69	19	-11	-22	-01	29	-01	09	-14	05	-16	-16	12	31	-18	00	-19	.72
77	23	23	-09	-76	-02	-05	21	04	-04	-02	14	-01	-07	-11	-20	18	08	19	19	-16	.70
78	-02	02	-04	-84	-06	-08	22	00	02	02	05	11	01	-19	-03	-10	-09	10	28	24	.79
79	-13	02	15	03	-07	23	-16	-03	08	88	-08	14	-08	18	03	05	01	02	-02	04	.68
80	14	09	-42	-67	10	-02	-08	-17	-03	-28	-05	-04	32	-02	-19	-12	-02	-16	-12	07	.86
81	-10	-05	11	03	-19	84	-07	05	-09	20	07	-01	10	-06	15	-08	-10	04	-32	03	.71
82	14	11	01	-45	05	-57	14	00	-14	11	18	-11	25	-07	-29	08	-36	10	-01	-19	.72
83	04	-05	03	07	-01	89	-02	03	11	18	-03	01	-23	14	20	-05	10	-02	02	16	.82
84	11	16	-01	-21	13	-65	12	-07	-08	20	24	-11	-01	-26	-38	-18	16	-24	-07	09	.71
85	00	05	-15	-04	-11	85	15	-24	06	-04	-17	20	06	-02	-02	-14	06	-11	15	-16	.72
86	16	20	-06	-16	24	-64	06	-31	-02	12	17	02	16	01	-44	04	-10	-16	-10	00	.72
87	00	-20	01	-15	-17	20	15	-30	11	05	-12	22	-04	33	27	14	-05	-08	11	08	.74
88	-09	12	20	20	-15	37	01	-20	-01	-01	-02	02	-48	08	29	-01	52	22	22	-01	.72
89	-09	-15	02	05	-21	87	-01	05	01	02	08	05	07	05	08	19	09	-17	15	-16	.72
90	-07	-17	10	02	41	-49	-14	-15	23	-04	02	-33	12	11	-01	-09	34	11	-35	23	.67
91	-06	-17	11	02	-11	13	01	-04	-12	19	-09	81	-04	20	36	03	-02	-02	18	-05	.81
92	24	25	-49	-09	-04	-14	28	03	13	-12	-14	-53	06	-03	-34	-10	02	10	14	01	.77
93	-22	-21	33	-23	06	04	-18	-14	-02	24	07	69	09	03	22	-04	-05	17	11	15	.81
94	-27	-07	11	-03	10	03	-17	07	01	14	-16	71	-09	08	14	31	26	19	-01	17	.74
95	12	01	04	-13	-06	07	41	-06	28	-17	-12	62	-01	15	-05	-35	-04	-22	11	-24	.69
96	14	14	-14	-06	13	-04	-08	11	-01	05	25	-87	02	-10	-20	07	12	-04	-02	-04	.85
97	-29	-26	43	-14	14	01	-28	-12	11	22	06	42	-27	18	14	19	03	-06	-13	23	.75
98	10	17	-15	-23	12	-26	-18	-10	12	03	20	-75	10	-21	-09	04	16	06	04	20	.84
99	-25	-17	20	21	01	08	05	04	-05	-09	10	22	-79	25	13	00	-02	-08	04	-06	.82
100	27	19	-23	-19	-06	-14	19	00	02	-01	-28	-51	14	-11	-23	-23	-36	19	05	13	.66

*10 Largest loadings of each factor are underlined.

**h^2-Communality

TABLE 5

PRINCIPAL COMPONENTS FACTOR LOADINGS OF SAS FORM B
ROTATED TO VARIMAX SOLUTION (N=175)*

ITEM NO.	FACTOR I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX	XXI	XXII	h^2**
1	-02	-15	-92	12	-07	-02	03	-10	05	04	08	08	-06	10	03	08	12	05	00	-01	-01	18	.70
2	12	-12	-48	08	-02	-02	-14	-10	-13	03	-14	28	-12	-26	-10	57	08	03	-28	-14	09	-20	.69
3	-12	02	24	09	-05	02	08	15	03	-01	-21	-81	-07	08	-06	-22	-15	-05	-08	-21	00	-10	.51
4	-08	-49	-54	-07	12	-11	-08	-27	00	-11	-01	-02	-06	12	-07	-07	-09	05	-14	-11	14	49	.71
5	10	-34	-27	-06	16	04	15	-10	01	26	06	09	-01	-09	08	05	05	-02	-10	-04	-10	78	.66
6	-09	22	-11	34	-14	-07	-06	-04	02	00	02	-72	00	25	01	-16	13	-15	05	20	29	06	.74
7	-04	-32	-82	06	-09	-10	02	-05	07	-05	-17	11	-02	-10	01	14	06	06	-14	-06	06	-02	.71
8	-06	29	17	06	-14	10	-12	-02	04	-06	03	-76	-30	-32	11	06	-05	19	02	02	00	06	.69
9	06	-16	-87	-08	07	-03	05	-15	-03	-07	-02	16	06	17	16	-19	-09	-11	-04	09	10	-01	.69
10	10	26	21	06	-11	13	-04	02	15	10	13	-83	-03	13	-10	05	16	05	10	11	-12	-08	.68
11	14	00	-10	-11	15	08	-01	-05	92	01	10	-08	-04	-02	03	07	-03	-02	-13	-02	-18	00	.81
12	11	02	-01	05	09	13	-05	09	94	00	-05	-08	-09	06	-07	-13	09	04	01	-07	-03	-06	.80
13	-06	10	02	03	00	19	-04	04	88	06	-07	-12	08	17	-03	04	-08	14	-26	02	09	07	.78
14	15	-23	-21	00	06	14	19	-26	63	-04	06	14	-06	-03	15	-10	-04	06	-42	-28	-05	13	.75
15	-08	10	-25	17	-02	-19	-49	-14	09	-10	19	-12	-02	08	-36	05	-28	13	01	-49	-22	03	.69
16	08	04	00	-18	11	06	25	-14	25	-02	02	06	12	-09	04	06	00	-02	-03	-88	00	07	.71
17	00	04	12	19	10	30	-07	07	96	04	-14	10	09	06	08	06	-12	-28	-18	-42	16	-18	.74
18	24	07	22	27	29	-30	02	10	-02	05	29	-01	55	-08	00	-12	28	-13	-02	-05	15	06	.66
19	24	07	12	-06	68	21	08	-04	40	20	-15	22	20	-06	13	-01	07	01	-13	-04	09	-08	.79
20	17	13	02	-01	10	07	23	30	51	17	-37	02	39	-02	-23	-09	-12	00	-16	-15	-22	15	.72
21	-02	06	-01	-13	24	-06	05	-08	05	29	-12	19	10	-19	-20	-04	38	15	-22	06	-07	-04	.77
22	05	-10	-17	-09	14	-03	01	-07	15	28	08	-05	-06	10	-06	-26	19	37	-73	-07	-13	-09	.78
23	-03	-08	-21	14	-22	02	-01	00	29	-04	02	-10	-12	85	01	-07	00	05	-06	10	13	-08	.70
24	13	-15	10	-16	19	-06	21	10	21	-01	17	01	-06	10	06	12	-05	16	81	-14	-09	07	.81
25	10	-16	-19	-03	14	15	02	08	23	-14	05	-06	00	14	04	07	03	03	-87	-01	09	00	.79
26	22	-15	-07	-08	27	-18	-02	-04	10	12	03	08	05	-14	-15	10	-02	-18	-28	07	-01	21	.76
27	14	-12	-18	-12	32	-28	04	-37	21	03	-10	06	05	11	-08	-04	-18	-15	-59	06	-01	-32	.74
28	-24	11	01	22	-47	00	-07	-02	-01	-21	18	06	10	18	05	02	-47	15	49	04	-08	-06	.78
29	07	-01	08	-09	28	-07	15	-23	-01	02	00	-06	10	-01	35	-09	-06	-14	-80	00	10	03	.77
30	-14	07	14	20	-34	-08	-11	11	17	-15	-03	04	00	-02	-22	-06	-74	-14	25	-08	-06	-05	.73
31	05	-03	06	-12	86	03	10	13	05	-04	-15	24	09	02	-04	-13	16	13	-24	04	-05	01	.84
32	10	-07	08	-22	69	02	11	02	19	-11	07	04	07	-18	02	27	02	-33	-37	-08	-10	10	.74
33	-05	04	-08	-15	27	09	19	-06	13	06	-13	26	82	-17	-04	-08	-06	09	00	14	-03	02	.74
34	-18	-06	06	-06	12	-04	-05	06	-07	04	06	09	90	12	-05	03	-02	-02	-02	-18	-19	-05	.74
35	05	-25	02	04	09	06	-28	10	-22	18	34	-05	59	-18	27	34	-10	-09	-09	-08	06	17	.67
36	-05	03	00	13	11	10	31	12	12	-35	-43	-29	53	-13	-07	02	18	-04	03	00	09	-29	.55
37	13	-01	-03	-20	91	03	15	-04	02	03	-02	03	16	-01	04	-04	-02	09	-23	-05	-03	05	.89
38	09	-01	-08	-09	90	09	03	-19	10	-08	-06	-06	08	-11	-06	09	05	04	-19	-15	01	03	.79
39	05	13	-09	26	-41	-14	10	10	00	-08	-18	-11	14	40	22	29	40	-30	19	04	-01	19	.70
40	23	-17	16	11	54	00	06	11	-16	08	18	18	31	-04	-19	02	-45	21	-08	18	-04	10	.71
41	-04	-07	-18	-11	-04	-18	-09	21	-12	-07	-04	-04	-16	11	-13	01	04	03	01	01	88	-04	.71
42	-05	-20	02	05	-22	-78	09	-13	-20	-01	02	-14	-13	-15	18	-07	-12	20	-06	-04	27	-10	.76
43	06	-09	-10	-10	03	-91	03	-06	02	08	11	-01	21	-02	00	-03	19	09	08	-14	04	03	.63
44	-03	-23	-02	-09	-04	-82	04	-26	-06	15	-10	-07	-10	14	08	-02	-14	-11	01	-19	-15	17	.74
45	22	03	04	00	11	75	-02	01	12	19	-19	03	-02	13	-05	-31	17	23	01	-24	-09	-05	.84
46	-02	-24	-18	-04	09	-86	-05	-14	-04	06	00	24	-09	03	-06	18	14	10	-07	00	00	06	.80
47	-04	-10	-01	-13	-07	-90	-04	-14	-08	08	04	29	-05	06	05	-06	04	07	02	04	14	-02	.81
48	-17	-18	11	-08	-28	-80	05	-04	-06	-30	11	-05	-10	-04	06	-04	-04	-19	-01	08	09	00	.77
49	-06	-22	-14	-20	11	-85	-01	04	-16	-01	-03	-10	06	11	-11	01	01	09	-12	00	-22	-08	.81
50	-03	09	-14	12	00	87	-06	08	16	-01	02	-04	-07	10	02	00	11	24	08	-09	22	-07	.76

*10 largest loadings on each factor are underlined.

**h^2-Communality

TABLE 5 (CONTINUED)

ITEM NO.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX	XXI	XXII	h^2**
51	09	08	-07	-19	36	18	-18	-38	23	09	-12	-04	05	09	12	-05	01	66	-18	07	09	10	.67
52	-09	-09	-06	05	13	-02	16	-80	-01	06	18	01	-05	-10	06	16	10	74	-05	-08	-04	-10	.76
53	02	03	-14	19	-29	-09	-06	62	09	-35	20	08	11	-13	-21	-36	00	-28	03	-06	14	10	.72
54	-04	-15	-17	-14	00	-16	09	-90	01	03	-06	-03	-12	04	08	14	11	07	02	-07	-04	-11	.81
55	02	-18	-07	-15	-05	-10	-05	-21	-03	06	-07	08	06	-09	-13	-07	-04	-07	-01	04	-08	17	.81
56	13	05	24	21	-06	06	-09	86	-04	10	00	-06	01	00	-21	-04	08	-13	12	12	00	01	.78
57	09	-16	07	-06	-15	-17	-10	-83	-02	-06	10	-02	08	-03	-24	-15	09	-19	-03	06	-13	20	.81
58	00	-14	-01	-08	02	-15	-04	-95	-04	-05	12	04	-05	06	00	-11	-06	-08	-02	-03	06	03	.83
59	-05	03	20	21	-21	-09	13	-17	-07	08	82	-02	-07	08	03	-11	04	14	03	-01	08	26	.82
60	08	-05	06	14	11	09	-26	-02	-02	04	-85	00	-19	04	02	-09	09	10	17	05	07	20	.71
61	-07	-83	-27	06	-02	-11	12	-26	02	10	-06	-09	04	08	01	-14	-06	-06	-17	-01	11	18	.78
62	04	20	05	07	-03	14	-11	28	08	-04	-10	-09	-12	01	-09	-11	-08	-05	00	00	-04	-01	.73
63	-09	-33	-15	-34	-34	02	-03	-03	08	-05	-50	00	23	11	-03	-08	09	24	20	-05	19	-19	.74
64	-04	38	-06	32	-03	34	-06	05	08	09	-02	-38	-05	-11	11	-57	-22	04	-11	07	10	-20	.66
65	03	-55	-16	-18	06	-13	14	-19	-04	-06	-13	03	-02	03	08	-24	-04	04	-20	08	-02	05	.78
66	-04	-82	-22	-14	03	-26	-05	-15	04	-25	00	02	-07	05	00	-02	-11	-02	-19	12	02	17	.69
67	-09	76	-04	27	-04	16	-05	06	08	08	-11	-28	-05	-08	02	-34	-10	-11	-10	16	06	10	.76
68	-02	20	16	-19	06	31	-13	00	10	13	06	-11	08	05	-07	-49	04	05	-17	-03	02	-02	.68
69	04	-76	-08	-08	-13	-25	-03	-07	-08	-07	00	17	03	-06	-16	-15	12	-15	-37	21	01	08	.72
70	-09	83	05	21	-11	21	-11	-09	04	-01	05	-26	-04	07	-03	-26	-02	-01	-03	14	02	09	.79
71	-04	-32	-20	04	17	-05	09	11	-05	-82	02	-10	04	00	-05	-11	-11	-11	03	-08	-23	-09	.69
72	-08	-26	-02	-27	-30	-13	51	-20	-13	-42	21	-08	-11	17	06	15	-02	15	04	22	-10	-22	.70
73	00	20	-11	11	-08	05	-67	-01	27	11	-01	-13	-21	-18	06	-46	18	10	03	-06	-16	-08	.76
74	13	-01	-08	-15	22	-13	58	15	-19	31	17	-15	-25	33	01	00	15	-10	-12	-18	-14	-26	.70
75	15	06	02	-16	12	-12	13	-02	05	89	01	-02	07	-09	01	-10	-34	03	-11	01	-23	00	.68
76	09	-06	-06	05	08	12	85	00	18	14	19	10	00	-13	-08	02	12	-13	00	-21	-04	-17	.71
77	04	-09	-04	-11	06	06	86	-06	-12	-09	-06	-01	04	-01	00	06	08	07	-33	11	-04	26	.78
78	18	-16	-03	06	11	-21	82	-10	-02	09	04	-01	08	-17	07	03	-29	09	-07	03	-06	16	.72
79	12	-12	-20	-08	-05	11	06	18	04	66	27	-32	18	09	-34	-05	13	-12	-15	-05	-02	16	.52
80	12	-06	-06	-06	18	-12	76	-01	17	-03	-02	02	-02	10	03	-24	22	-04	00	-43	-05	-05	.71
81	-73	-04	-04	-05	02	-13	-06	-02	00	-11	23	-08	-10	-14	-01	-08	-06	17	08	05	00	00	.81
82	51	00	-10	-17	28	02	23	03	24	17	04	-20	14	-41	-05	01	08	02	-01	09	18	-02	.75
83	-77	-06	-01	-04	-13	04	-09	05	-01	-01	-18	-02	14	02	01	02	-07	-07	08	12	-04	03	.84
84	62	-18	-04	-10	45	02	13	04	17	19	-04	05	01	-07	02	14	13	-08	-10	15	-11	-08	.82
85	-65	-02	05	22	-02	-16	-05	06	-04	-11	14	-25	10	-11	16	-20	12	-21	-02	07	03	-12	.79
86	56	02	-09	-11	00	21	15	22	14	02	06	-18	23	-22	11	11	05	-01	-26	06	26	-04	.72
87	-66	18	-11	11	-32	-01	02	-09	-08	-04	17	-10	10	-04	09	-04	-16	-20	14	-01	19	00	.78
88	-53	07	15	-04	09	02	-09	03	-10	13	-20	-21	04	18	-51	08	-13	-20	05	-07	15	-16	.73
89	-73	-04	-05	08	-04	01	-01	-05	00	-03	00	07	16	-05	-10	10	18	18	12	06	06	-04	.78
90	35	30	14	-02	-07	15	-05	07	01	-16	-47	-06	09	36	-15	24	-20	09	-32	-09	12	11	.67
91	-14	10	-12	83	-20	08	-08	05	-08	-12	03	-01	12	-16	-26	-05	-08	18	16	-03	02	09	.76
92	10	-04	16	-59	06	-25	17	-38	05	07	09	18	24	-19	-10	11	20	13	-12	-03	10	34	.82
93	00	-02	-08	81	-11	12	-28	19	-08	01	16	-10	-12	08	-05	-08	25	-04	-03	-16	-05	-20	.79
94	00	-13	05	52	-12	11	-17	05	07	14	-31	-07	03	45	32	19	-02	25	-11	-22	07	01	.76
95	-08	20	17	83	-19	08	01	13	02	-04	-06	-06	21	-11	-12	07	16	-06	01	15	09	17	.72
96	-07	-14	09	-84	10	-18	-08	-07	00	03	-12	-03	05	-19	-03	-01	15	13	-21	-25	-05	-05	.84
97	-06	07	-01	87	01	-03	-02	12	16	06	07	-11	-09	24	-12	02	-04	06	11	12	-22	06	.78
98	01	-14	-14	-77	19	-05	-10	-07	10	33	-09	-05	-04	17	22	-06	09	07	-14	03	-22	11	.74
99	-01	09	22	43	05	17	02	02	03	05	-06	-02	05	-10	-81	03	-14	-02	02	04	15	-04	.64
100	09	-07	04	-83	01	-22	02	-14	-03	03	20	18	16	00	03	16	16	08	-05	14	19	12	.77

*10 largest loadings on each factor are underlined.

**h^2-Communality

APPENDIX A

Instructions and Situations from the Situational Attitude Scale*

INSTRUCTIONS

This questionnaire measures how people think and feel about a number of social and personal incidents and situations. It is not a test so there are no right or wrong answers. The questionnaire is anonymous so please DO NOT SIGN YOUR NAME.

Each item or situation is followed by 10 descriptive word scales. Your task is to select, for each descriptive scale, the rating which best describes YOUR feelings towards the item.

Sample item: Going out on a date

happy ___A___B___C___D___E___ sad

You would indicate the direction and extent of your feelings (e.g., you might select B) by indicating your choice (B) on your response sheet by blackening in the appropriate space for that word scale. DO NOT MARK ON THE BOOKLET. PLEASE RESPOND TO ALL WORD SCALES.

Sometimes you may feel as though you had the same item before on the questionnaire. This will not be the case, so DO NOT LOOK BACK AND FORTH through the items. Do not try to remember how you checked similar items earlier in the questionnaire. MAKE EACH ITEM A SEPARATE AND INDEPENDENT JUDGMENT. Respond as honestly as possible without puzzling over individual items. Respond with your first impressions whenever possible.

SITUATIONS

	FORM A	FORM B
I.	A new family moves in next door to you.	A new black family moves in next door to you.
II.	You read in the paper that a man has raped a woman.	You read in the paper that a black man has raped a white woman.
III.	It is evening and a man appears at your door saying he is selling magazines.	It is evening and a black man appears at your door saying he is selling magazines.
IV.	You are walking down the street alone and must pass a corner where a group of five young men are loitering.	You are walking down the street alone and must pass a corner where a group of five young black men are loitering.
V.	Your best friend has just become engaged.	Your best friend has just become engaged to a black person.
VI.	You are stopped for speeding by a policeman.	You are stopped for speeding by a black policeman.
VII.	A new person joins your social group.	A new black person joins your social group.
VIII.	You see a youngster steal something in a dimestore.	You see a black youngster steal something in a dimestore.
IX.	Some students on campus stage a demonstration.	Some black students on campus stage a demonstration.
X.	You get on a bus and you are the only person who has to stand.	You get on a bus that has all black people aboard and you are the only person who has to stand.

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